DOCUMENT RESUME

ED 189 249 UD 020 758

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TITLE Title VII Project Sabor, 1978-1979. Final Evaluation Report.
INSTITUTION Community School District 8, Bronx, N.Y.
PUB DATE [79]
NOTE 21p.: Not available in paper copy due to reproduction quality of original document.

EDRS PRICE MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS *Bilingual Education: Elementary Education: *Federal Programs: Junior High Schools: *Program Effectiveness: Program Evaluation: *Spanish Speaking
IDENTIFIERS *Bilingual Education Act 1968: *New York (Bronx)

ABSTRACT

An evaluation of Project SABOR, a bilingual education program funded under Title VII and carried out in seven elementary and junior high schools in the Bronx, New York, is presented in this paper. First the evaluation design is described. Then the program is outlined, with information presented regarding its educational objectives, number of students projected and enrolled, language proficiency of students (three-quarters were identified as having limited English proficiency), teacher/student ratio, staffing patterns, materials and equipment, classroom activities, staff training, and instructional activities. Program objectives accomplished by the end of the first year of SABOR are identified. The opinion is expressed that, although the program's objectives were too ambitious and administrative problems hampered its early implementation, the program should be continued. Extensive recommendations regarding instructional materials, additional bilingual staff, staff training, and the expansion of instruction to younger grades (the program currently serves only grades 4-8) are also offered. (GC)

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ED189249

Board of Education of the City of New York

COMMUNITY SCHOOL DISTRICT 8

Max Messer, Community Superintendent

Final Evaluation Report

Title VII

Project Sabor

1978-1979

Budget Code	Project Code
5047	97601

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INTRODUCTION

Project SABOR, a federally funded, Title VII, project of Community School District #8, Bronx, New York, was slated to begin in September, 1978. Because of standard procedures which must be followed in order to hire personnel, the district took several months in the process of advertising the positions, interviewing the candidates and selecting the staff. Thus, a director for SABOR was not hired until March, 1979. Two resource teachers had been hired earlier in January and February, 1979. The early responsibility for implementing the program was taken by the Special Assistant to the Superintendent and participating principals.

EVALUATION DESIGN

Two preliminary conferences were held at the District Office in order to:

1. Discuss the SABOR proposal for 1978-79, its objectives and implementation
2. Agree on the parameters of the evaluation.
    - It was agreed to use an interview form for each school visitation.
    - The consultant was free to contact the schools directly. An appointment was made with each respective principal prior to the visit.
3. Agree on a format for reporting the evaluation results.

The field-based evaluation proceeded as follows:

1. Interview with the school principals.
2. Interview with the school supervisor in charge of the bilingual program.
3. Classroom observation
    - classroom activities
    - classroom atmosphere
    - teacher's records
    - paraprofessional's role
    - paraprofessional's logs

FINDINGS

The program has been implemented at seven schools, as shown on Table 1.

TABLE 1. SCHOOLS

School	Location
P.S. 39	965 Longwood Avenue
P.S. 60	888 Stebbins Avenue
P.S. 62	660 Fox Street
P.S. 75	984 Faile Street
P.S. 130	750 Prospect Avenue
I.S. 52	681 Kelly Street
I.S. 74	730 Bryant Avenue

The schools have large proportions of children of limited English proficiency. The overall school district population is largely non-white (84.8% as of 1978); Hispanics total 50% of the entire school age population (11850 of 23719 children).

The program was designed to serve 1150 children (895 of limited English proficiency (LEP) and 255 who are English dominant (ED). Table 2 shows the projected statistics.

TABLE 2. Projected SABOR Population

Schools	Limited English Proficiency	English Dominant	Total
P.S. 39	116	44	160
P.S. 60	160	58	218
P.S. 62	52	12	64
P.S. 75	147	45	192
P.S. 130	104	14	128
I.S. 52	222	38	260
I.S. 74	94	34	128
	895	255	1150

The number of children was found to fluctuate because of frequent mobility. Table 3 shows the enrollment.

TABLE 3. SABOR Enrollment

Schools	Projected	Enrollment	Per Cent Enrolled
P.S. 39	160	140	88
P.S. 60	218	197	90
P.S. 62	64	42	66
P.S. 75	192	205	107
P.S. 130	128	96	75
I.S. 52	260	250	96
I.S. 74	128	135	105
	1150	1056	92

The number of teachers varied according to enrollment. Table 4 indicates the actual number of teachers. Some schools had teachers, but did not have paraprofessionals.

TABLE 4. Teachers and Paraprofessionals

School	Pupil	Teachers	Paraprofessionals
P.S. 39	140	2	1
P.S. 60	197	7	0
P.S. 62	42	2	0
P.S. 75	205	4	1
P.S. 130	96	4	1
I.S. 52	250	8	1
I.S. 74	135	5	1
	1065	32	5

It seems evident that a better formula for teacher/student ratio is needed. It is also clear that some teachers have very large classes, probably exceeding the established ratio for the general student population, 32:1. There are good reasons to assume that the ratio for bilingual classes should be lower.

According to data found in the various schools, the ratio is as follows:

TABLE 5. Teacher/Student Ratio

School	Students	Teacher	Ratio per teacher
P.S. 39	140	2	70
P.S. 60	197	7	28
P.S. 62	72	2	21
P.S. 75	205	4	51
P.S. 130	96	4	24
I.S. 52	250	8	31
I.S. 74	135	5	27
	1065	32	36

In addition to the 32 classroom teachers, there are 2 persons assigned to the district office; these are two bilingual resource teachers, one in the area of social studies and culture, and the other in ESL and language arts.

The 32 classroom teachers are paid by tax levy funds. The Title VII grant pays for salaries of the director, two bilingual resource teachers, five paraprofessionals, two school neighborhood workers and one secretary.

The Field Visitation Form designed by the District, was a helpful tool in obtaining information about the various aspects of the program.

Materials

All seven schools had some materials for instruction, particularly in Social Studies and culture, English and Mathematics. But, in six of the seven schools, instructional materials were rather minimal. Other subject areas were in need of current commercial productions. Interviews with the director of the program and the school supervisors or teachers in charge revealed that the SABOR program had a late start; it did not have a director from September to March and most schools and teachers had to make difficult adjustments. Thus, materials utilized were mostly in the line of teacher-made instructional items. Materials in Spanish were scarce.

The late implementation of the administrative structure of the program had an overall effect not only on the acquisition of material, but also in the identification of the needs of students, staff, and the program at large.

Equipment

Standard equipment, e.g., tape-recorders, record players, projectors, cameras were limited, and some schools did not have them. An inventory of existing equipment seems in order. Some teachers had storage room for A-V equipment; others borrowed what they needed from the school storage room.

Classrooms

The pupils belonged in an officially designated bilingual class under the responsibility of a bilingual teacher. In some cases (five schools out of seven) there was a paraprofessional who assisted in the daily routines. The paraprofessional's services had to be shared by several teachers. The classrooms were found to be orderly and attractive. The teacher's and paraprofessional's creativity and interest determined the physical arrangements and atmosphere. Children's works were exhibited, as well as illustrations and pictures in English and Spanish. Some classrooms had sections set up as learning centers where children could advance individually or in small groups. These centers were generally geared to reading and mathematics. One school, I.S. 52, had a very attractive resource room which is larger than a regular classroom. It has space for demonstrations with groups of children, and, most of all, it has a wide variety of instructional materials for children as well as reference resources for the teachers.

Records

Teacher plan books, daily lesson plans, pupil profiles and attendance records were reviewed. It was found that while all teachers kept records, some school principals did little with those records. There were some rare occasions in which a teacher's lesson plans had notations, comments and words of encouragement; but, by and large, their work seemed unchecked.

The children had taken several tests, in addition to the LAB (Language Assessment Battery in English and Spanish), but there was no clear evidence that the score served as feedback to follow up in class.

Closer supervision of records, with appropriate opportunities for improvement, seems to be needed.

Training

All the teachers expressed the need for staff training and development sessions. Most teachers stated that the district had been rather parsimonious in hiring the required staff. They cited the need for field-based training sessions, and they have high expectations for district-wide training. There seems to be a particular need for training sessions on:

- how to incorporate subject matter and cultural learning styles
- development of parental involvement
- use of materials and particular teaching
- sharing teaching styles
- joint planning and peer feedback on curriculum implementation and management of classroom behavior
- open opportunities to talk and share

There were indications that the director and resource teachers had visited every school distributing materials, obtaining information and, above all, raising expectations for future training workshops prior to the beginning of the 1979-80 school year.

Instruction

There are a wide range of situations among the students:

Degree of mobility

- Some pupils have moved from school to school several times a year.

Linguistic proficiency

- Some pupils are recent arrivals from Spanish-speaking countries; others were born on the mainland, particularly in the Bronx, but they are somewhat trapped between English and Spanish, unable to make adequate use of either.

Prior Schooling

- Some children have had a sound educational background prior to coming to New York City, but others, by reason of mobility and deficient early learning experiences, constitute serious challenges to teachers.

School atmosphere

- At least one school was considered to be excellent as regards overall atmosphere of work, achievement, behavior, parental participation. Others were found acceptable, and one in managerial disarray. In the latter, the teachers felt helpless, unheard and abandoned; similarly, the children's behavior left much to be desired.

It was found that in addition to large group instruction, some teachers divided the class according to projects, abilities and interests. But the work with small groups and individually, when possible, depended upon the teacher's professional resources. Some teachers are quite traditional and rather rigid, while others are more relaxed and flexible.

OBJECTIVES

The SABOR program proposal called for 46 long range objectives: 11 interrelated, 9 instructional, 15 staff development, 5 curriculum and materials development, and 5 parent and community development objectives. In addition, the proposal called for short range objectives as follows: 9 in language arts, 7 in listening and speaking, 6 in reading, 11 in composition, 22 in ESL, 8 in mathematics, 9 in science, 12 in social studies, and 26 in staff development.

The list of objectives is too ambitious; furthermore, the objectives are difficult to measure in an evaluation such as this, which took place at the end of the school year.

In general, it can be stated that strong and sincere efforts to implement SABOR did exist among the district staff and the personnel in various schools. That, in itself, gives a good impression of a successful beginning which undoubtedly will shape the future years of SABOR.

The following summary identifies the degree of accomplishments of objectives as of the end of the first year of SABOR.

1. The District does not have a bilingual program similar to SABOR in grades K-3; most children were selected because of the need for linguistic proficiency in English, regardless of previous experience in a bilingual classroom. It would be desirable that these children be maintained in progressive bilingual classes as they change grades. This has been projected, but will be evident only in the future.

2. Instruction is being presented through subject matter in English and Spanish, in addition to language arts classes. This aspect has not been clarified sufficiently; parallel use of both languages should not be confused with simultaneous translation, as some teachers apparently did. On the one hand, it seems as if much more emphasis was given to instruction in English than in Spanish, while the goals should utilize the previous learning and experiential background of the children, which is in Spanish for most children, in the development of new concepts, either in English or in Spanish. That is to say, the emphasis should be on the effectiveness of instruction rather than on language per se.
3. English dominant children have opportunities to participate in the bilingual program.
4. Most children exhibited a positive attitude toward school and to themselves as bilingual persons.
5 Most children stated that the teachers and paraprofessionals were helping them learn and that they seemed genuinely interested in their growth.
6. There is evidence of learning; pupil's profiles showed a 60-80% promotion range.
7. Most teachers were taking advanced course work for Master's degrees. Some paraprofessionals were enrolled as well.
8. The teachers and paraprofessionals worked together as a team; this was evidenced by logs and was expressed directly in the interviews.

9. Teachers and paraprofessionals maintained logs of their activities with the children and parents, as appropriate.

10. The parental component needed further efforts; parents tended to feel alienated from school, especially the Spanish monolinguals.

RECOMMENDATIONS

1. A needs assessment regarding instructional materials is in order at the beginning of the 1979 school year. Bilingual teachers and paraprofessionals should present their needs for materials. Advice should be sought of the school principal and supervisor in charge of the bilingual program, in each school.
2. Additional content area instructional materials is needed, particularly in Spanish. This will help maintain a balance of bilingual instruction in subject matter rather than in language per se.

   Most classrooms could use additional materials such as tape recorders, audio playbacks, and tutorettes.
4. Additional teachers should be hired for P.S. 75 and P.S. 39.
5. An additional bilingual paraprofessional for each school should be sought.
6. The concept of bilingual learning centers could be expanded to all schools.
7. A wholesome program in staff training and development is needed to include but not limited to the following:
   - goals and projected activities of SABOR
   - plan of action regarding accomplishments of objectives, determining checkpoints for assessment of progress, e.g., bimonthly.
   - review of curriculum to be implemented

demonstration of appropriate use of materials and techniques

- articulation with English monolingual teachers
- opportunities to share views, perceptions, criticisms, personal styles of teachers, both English monolingual and bilingual
- opportunities for joint planning between teacher and paraprofessionals
- discussion of appropriate use of test results as feedback to improve instruction

A staff training program could start with a meeting of all staff together. Two to three schools could meet together for follow-up training activities. Another district-wide meeting could take place close to the end of the year for an evaluation of results.

8. Evaluation of SABOR should begin with the school year. This would give the evaluator the opportunity to assess overall progress in instruction, parental/ community involvement, utilization of materials and other aspects of the stated objectives.
9. SABOR should start at the lower grades, namely K-3, in order to plan for progressive evaluation of student achievement of functional bilingualism. As presently conceived, the program begins at the 4th grade and ends at the intermediate grades. The students enter the program with several years of academic retardation and it would seem more desirable to start at an earlier stage, especially when children have not accumulated negative experiences which undoubtedly have an impact on learning and attitudes.

A. Classroom Materials and Audio Visuals For Project SABOR

Mathematics

Bilingual Skillseekers Math Kit - I and II
Matematica -Silver Burdett
Mathematics - Random House

Social Studies

El viejo mundo y su pueblo
Aventuras en la historia de los Estados Unidos 4-8
The Earth Regions and People
Map Skills
In the City
History Atlas
New Map of the Week
My First World History Atlas
Homelands of the World
Exploring Civilization
U.S. Maps
World Maps

Science

The Milliken Science Series - (Overhead and Masters)
El Cuerpo Humano
Insectos
Las Plantas
El Sistema Solar
Maniferos
Anatomia y Filosofia (Sets of Posters)
Science Cells of your body
Concepts and Challenges
Spectrum Analysis

ESL

English Around the World
New Phonics Workbooks

Spanish Lang. Arts.

Asi Escribimos
Ya Escribimos
Spanish Basal Readers
Spanish Lang. Arts and Grammar - Batey

Diccionario- Alvin Sopena
Lengua Espanola
Don Juan Tenerio
El Sombrero de Tres Picos
Lecturas para Hoy

English Language Arts

Eng. Lang. Arts - The free Series
Lang. Arts Skills Book - American Book Co.
Lang. Arts - Open Court Pub.
My Second Picture Dictionary

B. Sabor Teachers Attending Hunter College on Title VII, 1978-1979

Teachers

Fall 1978 - 9

Spring 1979 - 12

Courses

Fall - 1979

MS Entry Course-Art of Teach
ADV Child Psycho for Teachers
Probs Ed. - Met Areas Bi-Ling. Ed.
Studies Rdng & Lng. Arts
MS Entry Course - Art of Teach
ADV Child Psych for Teachers

Spring - 1979

Comp Analysis of Eng. & Span.
Theory Practice Bilngual Ed.
Studies Rdng & Lng. Arts
ADV Educ. Psych: New M S El Prog.
Sup Imp of Instr Elem.
Cld Exp Sem in Sup
Field Work Eng. As a Sec. Lang.